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ABSTRACT

Presenting an overview of phonics work in community literacy programs in metro Toronto, Ontario, Canada, this book enables new tutors and facilitators to learn how to think about and do the kinds of phonics work that is used by experienced tutors and facilitators in the community programs. The first chapter of the book discusses the history of past battles over the role of phonics in community literacy work, and presents a broad definition of phonics. The second chapter presents a framework for thinking about how phonics information is learned. The third chapter describes three basic techniques for doing phonics work--Working Idea Boxes, case studies, and Tutor Training Exercises. The fourth chapter discusses how tutors and facilitators can use phonics work to help learners become progressively more independent readers. The conclusion to the book assesses the contribution of community literacy work in the metro Toronto area to the understanding of phonics. Appendix 1 presents detailed information about sequencing phonics work and Appendix 2 includes an interview with Brenda Duncombe about Paulo Freire's use of phonics in Brazil. The book ends with a 9-item list of resource materials and a 16-item glossary of words about phonics that appear in the book. (RS)

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